

THE USE OF REDW (READ, EXAMINE, DECIDE, WRITE) STRATEGY TO IMPROVE READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMP NEGERI 1 GAUNG ANAK SERKA

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Abstract: *This classroom action research is aimed to describe and to investigate whether Read, Examine, Decide, Write strategy can increase the ability of SMP Negeri 1 Gaung Anak Serka in reading comprehension ability. The participants were 30 students of the second year students SMP Negeri 1 Gaung Anak Serka. The data collection technique consisted of observation, field note, and tests. The research findings can be briefly explained as follows. First, the students reading ability could be improved by using Read, Examine, Decide, Write strategy. Before the research was done, the average score of the students reading ability was only 54.7. After the research one for cycle 1, it improved to 63.2. Cycle 2, it increased up to 70.2. Second, the students' awareness in comprehending the texts. Read, Examine, Decide, Write strategy can improve students' reading ability. Third, the teacher was able to apply Read, Examine, Decide, Write strategy to make the teaching process effective and it also helped students improve their reading comprehension ability and more active in learning process.*

Keywords: *Strategy Read, Examine, Decide, Write, students improve reading comprehension ability. Text Descriptive.*

**PENGUNAAN STRATEGI REDW (BACA,PERIKSA,PUTUSKAN,
MENULIS) UNTUK MENINGKATKAN KEMAMPUAN SISWA
TAHUN KEDUA SMP NEGERI 1 GAUNG ANAK SERKA
DALAM MEMAHAMI BACAAN**

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Abstrak: Penelitian tindakan kelas ini bertujuan untuk mendeskripsikan dan menyelidiki apakah strategi Baca, Periksa, Putuskan, Menulis dapat meningkatkan kemampuan SMP Negeri 1 Gaung Anak Serka dalam kemampuan membaca pemahaman. Para peserta adalah 30 siswa di tahun pertama siswa SMP Negeri 1 Gaung Anak Serka. Teknik pengumpulan data yang terdiri dari observasi, catatan lapangan, dan tes. Hasil penelitian dapat dijelaskan secara singkat sebagai berikut. Pertama, para siswa kemampuan membaca dapat ditingkatkan dengan menggunakan strategi Baca, Periksa, Putuskan, Menulis. Sebelum penelitian dilakukan, rata-rata skor siswa kemampuan membaca hanya 54.7. Setelah penelitian satu untuk siklus 1, itu meningkat menjadi 63.2. Siklus 2, meningkat hingga 70,2. Kedua, kesadaran siswa dalam memahami teks. Strategi Baca, Periksa, Putuskan, Menulis dapat meningkatkan kemampuan membaca siswa. Ketiga, guru mampu menerapkan strategi Baca, Periksa, Putuskan, Menulis untuk membuat proses pengajaran yang efektif dan juga membantu siswa meningkatkan kemampuan pemahaman bacaan dan lebih aktif dalam proses pembelajaran.

Kata Kunci: Strategi Baca, Periksa, Putuskan, Menulis, Kemampuan Membaca Pemahaman siswa, Teks Deskriptif.

INTRODUCTION

Reading is one of the skills that student has to master in learning English. The reason for teaching reading to the students is that it belongs to the basic language skill in English, just as important as speaking, listening, and writing. Besides, reading is closely related to other subjects. Most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, textbook, and et cetera. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. So, reading has to be taught to the students. The students should be able to read the subject and get the information from the reading text quickly and effectively.

Based on the writers' observation and experience of teaching English at SMP Negeri 1 Gaung Anak Serka, she found that a lot of students have difficulties in learning the four language skills. Especially in reading comprehension. Many students got bored in reading. They have limited vocabularies which make them have low motivation to read the text. From the teacher, the teacher do not provide appropriate teaching strategy. The teacher just uses monotonous strategy to teach all the texts. As we know, different materials have different difficulties. Therefore, the teacher needs a certain strategy to make the students able to comprehend a text and enjoy their learning process.

According to Mangrum and Strichart (2002) REDW is a good strategy to use to find the main idea in each paragraph of a reading assignment. Using this strategy will help the students comprehend the information contained in their assignment. REDW is a good strategy to improve reading comprehension. It forces the students to interact with the text. It provides students opportunity to be active in the class, students are motivated to improve their ideas or opinion through asking some questions and answering to find out main ideas that paragraph points out in a reading task.

Based on the problem above, the writer uses REDW strategy to help the students to overcome their problems in reading. Ziveh (2007), in his title "Study REDW Strategy in Teaching English as A Foreign Language" stated using this strategy will help the students to comprehend the information contained in your assignment. In this case the writer uses descriptive texts based on syllabus of class VIII Junior High School.

METHODOLOGY

Participants

The subject of this research was the second year students of SMP Negeri 1 GaungAnakSerka in academic year 2014/2015. The participants of this research was VIII 2. The numbers of participants were 30 students.

Data Collection Instruments and Analysis

The data collection instruments for the students are reading test, observation sheets and field notes. The writer administered Pre-test to the students before conducting cycle 1. The test consisted of 20 items and the students are asked to comprehend descriptive texts. The students were asked to comprehend five components of reading comprehension, namely: finding main idea, finding factual information, guessing meaning of vocabulary in content, identifying reference, making inference.

The writer gives treatment Read, Examine, Decide, Write strategy as a way to improve the students' ability in comprehending descriptive texts. The writer believed that the use of Read, Examine, Decide, Write strategy is an effective way to solve the students' problems in reading comprehension. In addition to this, the writer prepared the lesson plans for two cycles, teaching materials and media, observation sheets and field notes to note specific things, weakness, strengths or suggestions related to teaching and learning process. The writer used the score in Pre-test as a guidance for her to conduct this research.

The steps of using Read, Examine, Decide, Write strategy were drawn as follows; (a) explains the procedure of REDW strategy, (b) give the reading material (c) asks the students to read the text to identify the main idea and the information of the text, (d) examine each sentence in the text and write down a few words that explain the main idea of each sentence, (e) decide which words best explain the main idea and which words are just describing details that support the main idea of the paragraph, (f) write down the main idea of the paragraph and any key supporting details, (g) observes the students' activities while they are doing all the steps to know whether or not the students apply the steps that have been taught correctly, (h) gives evaluation to the students by answering questions.

THE RESEARCH FINDINGS

The collaborator observed both teacher and the students' activities during the treatment through observation sheets and field notes. The collaborator analyzed the students' progress during treatment. The collaborator also gave comments about the teacher's performance and added any other improvement in using REDW strategy in the classroom.

The writer administered Post-test 1 at the end of cycle 1. The purpose of administering Post-test was to know the ability of the students in comprehending descriptive text after the implementation of REDW strategy. Post-test 1 was consisted of four descriptive texts and each text consisted of 5 questions based on reading comprehension components. The writer decided to continue to the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In this cycle 2, the writer still used REDW strategy based on the result reflection in the cycle 1 to improve the ability of students in reading skill. The writer also administered Post-test 2 at the end of cycle 2.

In addition, the quantitative data of this study was collected through the multiple choices tests (Pre-test, Post test 1, Post test 2), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes.

The Pre-test was administered before respondents were given treatment by using REDW strategy. The number of students who took the test was 30 students. As assumed before, the average of pre-test score was lower than the minimum standard of achievement (70). The total score of pre-test was 1640 and the mean score was only 54.7. The level of ability was average to good. So that, the treatments were needed to increase students' reading comprehension ability.

The quantitative data in cycle 1 was collected by looking at the progress that students' got through two treatments. In the end of cycle 1, Post test 1 was given as the evaluation.

In cycle 1, the result of qualitative data shows the unsatisfying score. It's because their mean score had not achieved MMC (70). The total score of post test 1 was 1895 and the mean score was 63,2. It was in average to good level. There were 24 students or 80% did the first activity of REDW strategy, "read the whole text" in the first meeting, 26 students or 86,6% in the second meeting, and 27 students or 87% in the third meeting. For the activity "examine unimportant words" there were 15 students or 50 % did this activity in the first meeting, 18 students or 60% in the second meeting, and 22 students or 73,3% in the third meeting. While deciding the main idea there were 15 students or 50 % in the first meeting, 20 students or 66,6 % in the second meeting, and 21 students or 70% in the third meeting. For the last step of REDW strategy which is write the main idea, there were only 14 or 46,6 % did it in the first meeting, 15 students or 53% in the second meeting, and 22 or 73,3% in the third meeting. Seeing the percentage of the students' activeness above, we may conclude that the activeness of students increased by 20% with total percentage was 76%.

Based on students' score in pre-test and post test 1, there was a significant improvement. The average score in pre-test was 54,7 (mediocre), while the average score in post test1 was 63,2(mediocre). it means that the students' achievement in reading got better after implementing REDW strategy which would improve the reading ability of the first year students of SMP Negeri 1 Gaung Anak Serka. Unfortunately, the students' score in post test 1 could not achieve the standard score (MMC:70). The observation sheet of students show that some students did not follow the procedures of REDW strategy completely. Only some students followed all procedures well. Therefore, the writer decided to conduct cycle 2 in order to improve the students' ability in reading descriptive texts.

In short, almost all of the students got involved in REDW strategy. The teacher should give more explanation to the students in order to be active and enthusiasim in using REDW strategy.

Therefore, referring the result of observation above, the writer had to rearrange the planning in taking action. she would make an improvement to the indicators of reading comprehension which had not been reached well. Then, the writer formulated the result of reflection that would be implemented at the cycle 2. The writer still used REDW strategy in cycle 2.

The result of cycle 2 showed the total score of post test 2 was 2105 and the mean score was 70,2. The level of ability was mediocre to good. The level of the students' ability in this cycle was better than in the previous cycle. In other words, there was an improvement achieved by the students. This evidence showed that the writer has been success to help students at SMP Negeri 1 Gaung Anak Serka to increase the ability reading comprehension in descriptive text by using REDW strategy.

For the result of observation sheet and field notes, it was found that the teacher's and students' activities in teaching and learning process obviously got better than cycle 1. The progression could be seen on observation sheets and field notes that collaborator made during the class activities for the fourth to the sixth meeting.

The collaborator observed the researcher applying REDW strategy in teaching descriptive text. The teacher observation results revealed that the teacher typically focused on conducting the teaching steps methodically.

CONCLUSIONS

The aim of this research is to find out whether the use of REDW strategy in teaching reading can improve students' achievement. From the research that has been done at grade VIII at SMP Negeri 1 Gaung Anak Serka , it could be concluded that the use of REDW strategy could improve students ability in comprehending descriptive text. It could be seen in the Pre-test the mean score was only 54,7. While in the Post test 1, the mean score increases into 63,2 and it has more improvement in Post test 2 with the mean score up to 70,2.

In addition, this method also helped improve the students' interest and motivation to read, especially in descriptive text. It could be seen from the increasing number of participants involved in class activities from the first to the end of the cycle.

RECOMENDATIONS

Related to the result of this research, the writer offers some suggestion as follows:

1. The teacher should be able to select appropriate strategy in teaching reading comprehension.
2. The teacher can use REDW strategy as an alternative strategy in reading because it can encourage the students understanding and improve their comprehension in English reading texts.
3. The teachers who are going to use REDW strategy need their fluency in English in order to make class runs smoothly.
4. The teacher needs to give more attention in time management to the students and their weakness.
5. English teacher should be able to create a good situation during teaching and learning process in order to make comfortable and enjoyable situation for the students.
6. The writer realizes that this research is far from perfect. Therefore, she recommends that further research needs to be conducted.

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